



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

Teacher's Name: Ms. McCarthy **Lesson #:** Four **Facet:** Empathy

Grade Level: 10 **Numbers of Days:** Three classes.

Topic: Nutrition

PART I:

Objectives

Students will understand the importance of healthy eating habits in regards to overall personal health. Students will know key terms such as; Anorexia, Binge Eating Disorder, Bulimia, Diabetes, Diet-Related Diseases, Heart Disease, Night Eating Syndrome, Nocturnal Sleep Related Eating Disorder, Obesity, Over Exercising. Student will be able to comprehend eating disorders as well as illnesses/diseases related to healthy eating.

Product: Students will be asked to finish creating an assigned character as well as create a website that includes blog entries.

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Health Education and Physical Education

Standard Label: F

Standard: F2 Goal Setting

Grade Level: 9-Diploma

Students develop and analyze a plan to attain a personal health goal.

Rationale: Throughout this unit, students will learn the difference between healthy and unhealthy eating habits, including the daily recommended intake of each protein, fats, and carbohydrates, as well as the possible risks related to unhealthy eating habits. Once students establish a general understanding of this, they will then take a look at their own health choices around food and nutrition and create a short-/long-term goal that includes strengths, risks, and needs to achieve this goal.

Assessments

Formative (Assessment for Learning)

Section I—I will be using fist-to-five throughout this lesson. This is a great way to check for understanding as well as see where students are at when it comes to being ready to present.

Section II – Self-Assessment using a checklist will be done while creating the character, creating the website, and making entries. Students will have this checklist available in two locations, online and on paper. I will also have the checklist to refer to when "grading" these (I prefer pass/fail, not letter grades). Students will have this checklist from the very beginning of this lesson, it will allow them to ensure everything that needs to be covered is, as well as it gives tips if a student is stuck.

Summative (Assessment of Learning): Weebly (25 points): Each student will be given a piece of paper with a name, age, and a specific eating disorder or diet-related disease. They must create the assigned person, where they live, their hobbies, a brief bio, etc. Once they have created their person, they must write five blog entries as if they were that person. They should include what/how they are feeling, explain their eating disorder/diet-related disease, and truly empathize with their character.

Integration

Technology: Students will be creating a website/blog on weebly.com. Students will need to incorporate picture graphics on the website. Students will also be asked, when creating their blog entries, to incorporate at least one picture entry and one audio or video entry.

Content Areas: Math-working with BMI equation. Psychology- How people think (when they have an eating disorder). English- Language and spelling is important since the websites will be published.

Groupings

Section I - Students will be using a step-by-step graphic organizer that includes five boxes. They will use this to plan each of their five blog entries. Students will be doing a team, pair, solo activity as well. As a team they will discuss eating disorders and diet-related diseases, anything they have questions about. As pairs, they will be paired with someone who has a different disorder/disease as them. They can talk about their characters' personalities, where they are from, and maybe even what route they are going. Individually they will start brainstorming their five entries.

Section II –Overall, students will be doing this project alone. There is some time when they will be on a team of four, then a pair, then by them self with the Team-Pair-Solo cooperative learning technique. They will be assigned a character, however they will only be given the name, age, and what eating disorder or diet-related disease the person has. It is up to them to create the personality, height, weight, location, etc. From there, their assignment is to write five blog entries. The first blog entry must be a describing who the character is, what they like to do, and can, but does not have to include, specifically how they are feeling. The other four entries should explain what is going through the character's mind, how they feel, what they think of themselves, etc.

Differentiated Instruction

MI Strategies

Logical: Using the equation to figure out BMI (of their character).

Verbal: Discussions and Team-Pair-Solo.

Visual: Using the graphic organizer.

Musical: Students need to include an audio/video blog entry, this can include music. (This music can be created by the student.)

Intrapersonal: The website is an individual project. Students will be creating this on their own.

Interpersonal: Students will be doing a Team-Pair-Solo cooperative learning activity.

Kinesthetic: Students have the option of doing a video blog entry, they can incorporate movement this way.

Naturalistic: Some students will be able to incorporate the idea of organic foods into these websites. I will try to assign my naturalistic learners the character assignment that is about Pica, since that is about eating substances with no true nutritional value, such as dirt.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

If a student is absent from class, he/she is responsible for picking up the handouts that were given out during the class. Handouts will be in a folder with his/her name on it in a specific bin that has the name and period that the student is in. Included in this folder students will see any texts, websites, or videos that the class got to look at on a given day, videos and text will be available for students to view. Students will also have a written note from the teacher that tells them whether they need to meet with them or not to further explain anything the student missed. Students should have picked a buddy at the beginning of the semester that they can pick up any notes from, as well as the teacher will make notes available on the wikispace. Students will be given the same number of days as the rest of the class to complete any assignments that they have missed. This lesson only lasts one class, however, the product will be due by the following class, giving students two days to do it.

If I happen to be absent from school one day, I will have a "guest" laptop for the substitute teacher to use in case they need it. The students will be doing this pretty independently, though, so the sub's need for a laptop is minimal.

Extensions

Type II technology: Students will be creating their own website. They need to incorporate at least two pictures total and one audio/video file.

Gifted Students: Gifted students, also given only the name, age, and disorder/disease, will need to create who their character truly is. They also must write five blog entries, however, they should make their blog entries seem as though they are written over a long period of time. Their task will be to have the introductory entry, three entries that describe the middle experience, and a last entry on having an intervention or getting help and changing their lifestyle.

Materials, Resources and Technology

- Laptops
- Pens/pencils and paper
- Checklists
- Graphic organizer
- Index cards
- Character assignments
- Envelopes
- Website (Semi-WebQuest created by teacher)

Source for Lesson Plan and Research

<http://www.four-h.purdue.edu/foods/Diet-Related%20Diseases.htm>
<http://www.nimh.nih.gov/health/publications/eating-disorders/what-are-eating-disorders.shtml>
<http://www.nimh.nih.gov/health/publications/eating-disorders/what-are-the-different-types-of-eating-disorders.shtml>
<http://www.nimh.nih.gov/health/publications/eating-disorders/what-are-the-different-types-of-eating-disorders.shtml>
<http://www.nimh.nih.gov/health/publications/eating-disorders/what-are-the-different-types-of-eating-disorders.shtml>
<http://www.diabetes.org/diabetes-basics/type-1/?loc=DropDownDB-type1>
<http://www.diabetes.org/diabetes-basics/type-2/?loc=DropDownDB-type2>
<http://www.obesity.org/resources-for/what-is-obesity.htm>
http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/index.html
http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf Graphic organizer
<http://www.bmi-calculator.net/> Body Mass Index calculator

PART II:

Teaching and Learning Sequence

Room Arrangement: Desks will be grouped, four desks per group.

Day One: Introduction of Eating Disorders. 80 minutes.

- Upon arrival, students will be asked to take out their laptops. (5 minutes.)
- We will all, including myself, open up the semi-WebQuest I have created. (5 minutes.)
- Go over the website, sealed envelopes revealed. (10 minutes.)
- Begin task in cooperative learning, students will be moving. (5 minutes.)

- Team part of Team-Pair-Solo. (15 minutes.)
- Pair part of Team-Pair-Solo. (20 minutes.)
- Solo part of Team-Pair-Solo. (20 minutes.)

Day Two: Continuum of previous class. 80 minutes.

- We will start this class with a brief discussion of concerns. (10 minutes.)
 - These concerns can be related to any part of the guidelines, character specifics, website specifics, etc.
- Students will spend the rest of class time working on their websites. (40 minutes.)
- Presentations, if students finish!! (30 minutes.)

Day Three: Continuum of previous class. 80 minutes.

- Some students may need to tweak parts of their website. (5 minutes.)
- Presentations!! (60 minutes.)
- Clarifying questions and class discussion. (15 minutes.)

Students will understand that a healthy diet plays a major role in overall health. Specifically, they will be learning about eating disorders and diet-related diseases. Students will be aware of the many different types of disease and disorders related to diet. They will be able to apply this knowledge throughout the entire unit when considering their own eating habits and creating a short or long-term goal. *Students develop and analyze a plan to attain a personal health goal.* As a hook, students will come into class, I will tell them to open their laptops and go to the website written on the board. A sealed envelope will be under their chairs. This envelope contains their character assignment, which includes only a name, age, and a specific disorder or disease. I will be on the website with the students so we can all be on the same page. The website gives them directions to remove the envelope from underneath their chairs. Upon opening the envelope, students will receive a task assignment, a character assignment, a checklist, and a graphic organizer. Students will be able to create, and empathize, with a person who has a disorder or disease related to diet. After students go over the website and open their envelopes, we will move into the cooperative learning activity. I have chosen the Team-Pair-Solo technique that will aid in my students that need a little help getting their creative juices flowing. Students will be getting up and moving to different seats that they are normally at, this is for their benefit. We will dive into the team portion of the Team-Pair-Solo activity, students will take this time to discuss their diet-related disease/disorder and explore the information they have just received in the in the envelope and on the website. After the Team portion of the Team-Pair-Solo activity, we will move into the Pair portion, students will remain where they are. During this portion they will be working together to bounce ideas off one another when it comes to creating their character and hopefully will be able to begin forming the rough drafts of their blog entries while using the graphic organizer. Lastly, students will then work individually to start creating their website. There is a tutorial that tells them what steps to take during the process of creating and finalizing the website. Since the students will be working on this project for the entire class, I will have time to look over the assignment from the previous lesson. I will also be going around throughout the class period, checking in with students.

Where, Why, What, Hook, Tailor: Visual, Interpersonal, Verbal, Intrapersonal, Kinesthetic

Students will know key terms such as; Anorexia, Binge Eating Disorder, Bulimia, Diabetes, Diet-Related Diseases, Heart Disease, Night Eating Syndrome, Nocturnal Sleep Related Eating Disorder, Obesity, Over Exercising. Student will be able to comprehend eating disorders as well as illnesses/diseases related to healthy eating. See content notes. While we are looking at the website and all the handouts received in the envelope, students will be able to grasp the main idea of what needs to be done. Students will be put into groups after viewing the website and handouts, this will allow them to get up, move, and really think of what their task is. We will dive into the team portion of the Team-Pair-Solo activity, students will take this time to discuss their diet-related disease/disorder and explore the information they have just received in the in the envelope and on the website. After

the Team portion of the Team-Pair-Solo activity, we will move into the Pair portion, students will remain where they are. During this portion they will be working together to bounce ideas off one another when it comes to creating their character and hopefully will be able to begin forming the rough drafts of their blog entries while using the graphic organizer. Lastly, students will then work individually to start creating their website. Students will be using the graphic organizer when planning out their blog entries. Requirements for the website and blog entries include at least two pictures and at least one video/audio file. This is a very personal assignment, as well as it is not a very easy task, students will have almost two full days of class time to work on their websites.

Equip, Explore, Rethink, Tailors: Visual, Verbal, Interpersonal, Intrapersonal, Musical.

Students will be able to define and explain what an unhealthy diet while portraying a fictional character they create. Each student will create a blog that will show empathy for someone with a disorder or disease related to diet. The blog should include five entries. Before they start writing, they must come up with a profile and bio of who their person is. Gifted students will have a slightly different assignment. Their task will be to create these entries as though they were over a long period of time, this should have a beginning, middle, and end(intervention, maybe). All other students will be simply creating five blog entries that describe five days over a short period of time, possibly just a week or two. Students will be creating their own height and weight, which they will have to use to find the BMI of their character.

Explore, Experience, Rethink, Revise, Refine, Tailors: Intrapersonal, Logical, Verbal.

Students will use fist to five as a way of checking for understanding. This will allow me to see where they are at while creating their character and blog entry ideas. Self-Assessment will include a checklist that students can refer to when creating their character and blog entries. Also, by using the checklist, the teacher will score the student based on what is checked off. The checklist will be the same for every student, even gifted students, however, gifted students will have different general instructions.

Evaluate, Tailors: Intrapersonal, Logical.

Content Notes

Students will know.....

In general:

Students will know terms and definitions of:

- [Macro-nutrients](#) (The larger substances that we consume in excess)
 - Carbohydrates –The body’s main source of energy. Found in not only bread, but nuts, fruits, yogurt, and milk. Fiber is considered a carbohydrate that our body cannot digest, it aids in digestion. Eating a high-fiber diet has proven to decrease risks of heart disease, obesity, and cholesterol. Carbohydrates should contribute to 45-65% of our total daily intake.
 - Fats – Fats should be 20-35% of our total daily intake. Fat can give flavor and consistency to foods. Fat also provides some energy and also allows for absorption of certain vitamins. Fats can be found in meats, milk, nuts, and butter/oils. There are three main types of fats, trans-, saturated, and unsaturated. The best kinds of fats to be consuming are unsaturated fats because they contain fewer additives like sugar, salt, and other preservatives. Consuming unsaturated fats can aid in lowering your risk for heart disease, whereas trans-fats and saturated fats can increase the risk.
 - Protein –Protein should be about 10-35% of our total daily intake. Examples of proteins include nuts, fish, lean meats, and eggs. Protein helps aids in tissue repair and the immune system. Protein also acts as an energy source when we have no carbohydrate energy.
- [Micro-nutrients](#) (The smaller substances we consume, like vitamins and minerals.)
 - [Vitamins](#) –Two types, fat soluble and water soluble. Fat soluble vitamins are vitamins A, D, E, and K. They get stored in our fat so they can be used later. Water soluble vitamins include the B vitamins and vitamin C. These get flushed out of our body regularly when we use the bathroom, so we must consume them daily.
 - [Minerals](#) –Minerals include all of our electrolytes like sodium and others like iron. These aid in the body’s overall well-being, helping our blood, bones, and everything else.

- [Supplement](#) –Supplements are usually in pill form. We take them when our diet is lacking a certain vitamin or mineral, for example taking an Iron pill or a vitamin C pill. When children take a vitamin, like the Flintstone’s vitamins, that is a supplement.

Students will know risks such as:

- [Diet-Related Diseases](#) –Diseases include Hypertension, also known as high blood pressure, which can lead to heart attack, stroke, and heart and/or kidney failure. Heart disease, which is when the arteries become clogged with plaque. Cancer, all kinds. Osteoporosis, which is when the bones become brittle and it is hard to move, often from lack of vitamin D and Calcium.
- [Eating Disorders](#) –Any of a range of psychological disorders characterized by abnormal or disturbed eating habits.
 - [Anorexia \(nervosa\)](#) –The act of restricting one’s calorie intake or even going to the extreme of starvation.
 - [Bulimia \(nervosa\)](#) –The act of bingeing, or overeating, and then purging, or throwing up.
 - [Binge-Eating Disorder](#) –The act of overeating over and over again.
 - [Pica](#) –The desire to eat unnatural substances. Eating substances with no real nutritional value, like dirt.
- [Type 1](#) and [Type 2](#) Diabetes (We will focus more on Type 2, you will understand why after you learn the difference)
- [Obesity](#) (Students will explore this site further, this link explains what obesity is and introduces [BMI](#) aka Body Mass Index.)

Students will also know what [RDI](#) stands for as well as the appropriate [balance](#) of the three macro-nutrients.

Students will also know the importance of [good nutrition](#)

Students will also know what [Body Mass Index](#) (BMI) is, as well as how and why we use it. Students may also gather information that suggests flaws in using BMI to decide whether people are underweight, average, overweight, obese, etc. This is good to note, but will be discussed further in a later Lesson.

Specifically for this class:

Students will know:

- Body Mass Index (BMI) –Used to calculate one’s “body mass” or “fat percentage.” Equation is; weight (lbs) divided by height (inches) squared. Multiply this number by 703. Underweight would be <18.5, average weight would be 18.5-24.9, and overweight would be 25+. BMI is not the most accurate way to find out fat percentage though. Your overall weight is based on bone, fat, and muscle. Muscle weighs more than fat. The BMI calculation does not account for this.
- Anorexia (nervosa) –Drastic calorie cutting or even starvation. Often people who suffer from this are very stressed out and maybe even depressed, they feel the need for control, and this is a way they can gain that control. People who suffer from Anorexia are never happy with their weight. Once they hit a goal weight, they will create a new one. They become obsessed with their weight, food, and calories. There are many symptoms, such as, brittle nails and hair, weakness/fatigue, loss of menstrual cycle, and odd eating habits. There are serious side effects too, such as, heart attack, stroke, inability to have children, and death.
- Bulimia (nervosa) –Classified as over-eating, or bingeing, and then punishing one’s self, either with throwing up, or purging, over-exercising, and/or fasting. People who have Bulimia often go on numerous diets, trying to lose weight. A person who suffers from Bulimia often has a wide range of weight fluctuation; however, they rarely lose a lot of weight. When you starve yourself, your metabolism slows down to try to maintain your body’s weight, when you start to eat again the body 1. stores the food in case it is starved again, which will cause you to gain more weight than you lost and 2. continues to have the slowed metabolism because of the damage done to the normal cycle. Food takes over the life of a person who has Bulimia.

- · Binge Eating Disorder –This disorder is a compulsive disorder where a person, for whatever reason, usually stress, anxiety, or even boredom, will eat to the point of feeling uncomfortable. This causes the person to feel guilty, and can often lead to even more eating. It truly is a vicious cycle, like all eating disorders. People who suffer from this will ultimately gain weight, which can lead to low(er) self-esteem, increased anxiety, depression, obesity, and other complications and diseases related to obesity, like Type 2 Diabetes.
- · Night Eating Syndrome –Also known as “midnight hunger,” this is very similar to Binge Eating Disorder. There are some differences though. When a person suffers from Night Eating Syndrome, 25% of their caloric intake will be consumed after dinner. Usually the foods they consume are carbohydrates. People who suffer from this often have trouble sleeping and the time in which they are eating usually spans over several hours.
- · Nocturnal Sleep-Related Eating Disorder –This is a combination of a sleep disorder and an eating disorder. People who suffer from this often have no recollection of eating. When they do eat, it is usually in a rapid and out of control manner. This is especially dangerous because not only do they have the harmful risks of binge eating, but they also have the risks of choking, getting burned from the stove or food/liquids that are way too hot, or cutting themselves with knives, broken glass, etc.
- · Pica –This is a unique disorder in which people consume substances that have little to no nutritional value. They may eat things like clay, dirt, chalk, or a number of other things. This can be very dangerous because someone could have the urge to eat something that is highly toxic to their body, like cleaning agents. Also, many of the things people who suffer from Pica consume are not things we can digest easily, if at all. It takes a toll on your teeth, stomach, and digestive system. Sometimes Pica can be caused by a deficiency in a vitamin/mineral.
- · Over-Exercising –This can accompany an eating disorder, but a person can also suffer from this compulsive disorder without having an eating disorder. Over-exercising is used as a means to “help” lose weight. Someone who over-exercises will exercise for many hours at a time, many as in 4 or 5 hours straight. They will work out even if they are injured or sick and will skip school, meetings, family events, and other appointments so they can work out. If they miss a workout session it is devastating. A person who has this compulsion will not take any “rest days” which are required for your body to re-energize and relax. Complications of constant over-exercising include, injuries, like sprains, strains, and breaks, fatigue, dehydration, electrolyte imbalances, osteoporosis, and heart problems, including failure.
- · Obesity –This is one of the leading factors in causes of death in the United States. It is an epidemic that is sweeping our nation and affecting people of all ages. Obesity can be genetic, but it is often caused by lifestyle choices and can, for the most part, be preventable, in a healthy way! Obesity causes a slew of other illnesses and diseases that are ranked as America’s top killers, illnesses/diseases like Type 2 Diabetes, Heart Disease, high blood pressure, high cholesterol levels, sleep apnea, stroke, and many others.
- · Diabetes –There are two types, Type 1 and Type 2.

o Type I Diabetes, also referred to as Juvenile Diabetes, is the form of Diabetes that, if you are going to get it, there is no stopping it. There is no cure, so your body is essentially a ticking time bomb; however it is 100% treatable and manageable. When you have this type of Diabetes, your body produces very small amounts of Insulin, which is required for breakdown and storage of glucose. Over time, your body just stops producing the Insulin.

o Type II Diabetes, on the other hand, is 100% preventable and reversible. A person’s diet and lifestyle habits heavily impact a person’s development of this type of Diabetes. You are not born with this, you develop it over time, you slowly start to kill the Insulin levels until you force your body to be unable to use Insulin correctly, or even force it to stop producing it altogether.

- · Binging –The act of over eating, on multiple occasions, to the point of being uncomfortably full.
- · Purging –The act of forcing yourself to throw up as a means to get rid of any food you have just consumed.
- · Warning Signs of Eating Disorders –

o Anorexia –

Bizarre or ritualistic eating habits

Drastic weight loss

Very thin and frail, may be able to see bones poking out
Brittle hair and nails
Isolation
Obsession with weight, image, food, and calories.
o Bulimia –
Binging
Purging, fasting, over-exercising (especially after a binge episode)
Brittle hair and nails
Obsession with weight, image, food, and calories
Laxative and diet pill abuse
Tooth decay
Gastrointestinal problems
Wide array of weight fluctuation
o Pica –
Strange eating habits (unnatural food choices)
o Binge Eating Disorder –
Weight gain (large amount)
Low self-esteem
Eating large amounts of food (often)
Avoid family events and outings
o Night Eating Syndrome
Eating multiple times after you have already had dinner
Difficulty sleeping
o Nocturnal Sleep-Related Eating Disorder –
No recollection of eating
Combination of a sleep disorder and an eating disorder
Injuries such as choking, burns, cuts, etc.
Finding wrappers and/or evidence of eating

Handouts

(Each student needs one of each, I will keep two extra copies of each)

- Task Assignment
- Checklist
- Character Assignment
- Graphic Organizer
- Envelopes

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard:

Clipboards will love the structure and organization of both the checklist and the graphic organizer. These students will also like learning about real-life things that can be applied to every day life, especially since these scenarios are very real and could easily happen to them at some point, but hopefully not. Working as a team and in pairs during the Team-Pair-Solo activity will be very beneficial for these students because they like the group setting. Since other students will be wearing headphones to stay focused, it will make the room more quiet, which is the type of

learning environment these students like.

Microscope:

These students will like the solo portion of Team-Pair-Solo, they excel when working on their own. Creating a person and actually becoming them (in writing) will be a challenge for these students, which is a good thing! Microscopes like challenges and trying new things. Using the graphic organizer will be another good thing for these students, they like to outline papers, writing, etc.

Puppy: Puppies will be able to empathize with the character they create, which is a strong attribute of theirs. They will also be able to enjoy the comfort of working with a group while discussing the overall topic and working in pairs to discuss specifics of the project.

Beach Ball: The beach ball learners will love creating their own person. Even though there are three main factors they will not be able to choose (Name, Age, Diet-related disease/disorder), they will be able to create everything else. What the person likes to do, what their home life is like, what school is like, their height/weight, etc. This will be a creative challenge that the beach ball learners are up for!

Rationale: By catering to each of the four learning styles, I will be able to ensure that all my students are comfortable in the learning atmosphere. Students will be able to push themselves in some areas and find their niche in others. This will hopefully allow for overall success throughout the entire class.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative (Assessment for Learning)

Section I –When checking for understanding, I will use the fist to five technique with my students. A fist means you completely understand and five would be we need to go over a few of things.

Section II – Self-Assessment using a checklist will be done while creating the character and writing blog entries. Students will refer to this checklist when creating the character so they know what to include when introducing them self, as well as what to write while blogging.

Summative (Assessment of Learning): Blogger (25 points): Each student will be given a piece of paper with a name, age, and a specific eating disorder or diet-related disease. They must create the assigned person, where they live, their hobbies, etc. Once they have created their person, they must write five blog entries as if they were that person. They should include what/how they are feeling, explain their eating disorder/diet-related disease, and truly empathize with their character.

Rationale: Engaging learners in multiple ways will ensure that everyone can have their needs being met throughout the course of this lesson. Allowing students to learn from one another, as well as teach one another, will allow them to grow as individuals and help them fully grasp the key concepts. Giving a checklist that states specifically what things need to be included in the product, but also allowing creative freedom at the same time aids in decision making and personal growth as well.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge:

MLR or CCSS:

Maine Learning Results

Content Area: Health Education and Physical Education

Standard Label: F

Standard: F2 Goal Setting

Grade Level: 9-Diploma

Students develop and analyze a plan to attain a personal health goal.

Facet: Empathy

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

Logical: Using the equation to figure out BMI (of their character).

Verbal: Discussions and Team-Pair-Solo.

Visual: Using the graphic organizer.

Musical: Students need to include an audio/video blog entry, this can include music. (This music can be created by the student.)

Intrapersonal: The website is an individual project. Students will be creating this on their own.

Interpersonal: Students will be doing a Team-Pair-Solo cooperative learning activity.

Kinesthetic: Students have the option of doing a video blog entry, they can incorporate movement this way.

Naturalistic: Some students will be able to incorporate the idea of organic foods into these websites. I will try to assign my naturalistic learners the character assignment that is about Pica, since that is about eating substances with no true nutritional value, such as dirt.

Type II Technology: Students will create a website, that includes multiple types of blog entries, that will allow them empathize with a fictional person (they have created) that has a diet-related disease or disorder. There must be five total blog entries, at least one entry must be a picture entry and at least one entry must be an audio or video entry. As for the website design, at least one picture must be included, in addition to the picture blog entry.

Rationale: This lesson caters to individual intelligences and different learning styles. It is important to know that each student learns differently and we should try our best to meet their needs so they can achieve success. Students will also be challenged during this lesson, and they may also have to step outside their comfort zone just a bit, but they will not be challenged so much that it will cause them much distress. Not only will my students gain and express mastery of the subject matter of this specific lesson, but they will (hopefully) learn something about themselves (how they learn, maybe) and learn something about their peers (how their peers learn, how to work together, etc.) as well.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

- I will give students positive feedback.
- Encourage creativity when they are creating their character.
- Allow for vagueness, giving general parameters, but forcing them to create on their own.
- Four types of blog styles to choose from.

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

- Giving students the task of creating and "becoming" their character.

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

- Students will be creating a blog describing how they are feeling. They will complete five entries.

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

- I will have discussions with the class.
- Team-Pair-Solo
- Fist to Five
- Catering to the multiple intelligences.
- Catering to multiple learning styles.

Rationale:

Giving students many options within specific parameters allows my students to be creative and use their imagination. I cater to six of the eight multiple intelligences and all four of the learning styles. I encourage students to be creative when making their character. Creativity is also encouraged by the many forms of blogging they will do.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: